R E P O R T R E S U M E S

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ORGANIZATION OF SCHOOLS TO PROVIDE ACADEMIC AID AND THERAPEUTIC COUNSELING TO DISADVANTAGED CHILDREN.

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DESCRIPTORS- *CULTURALLY DISADVANTAGED, *EMOTIONALLY DISTURBED, *UNDERACHIEVERS, *ELEMENTARY SCHOOL STUDENTS, *SPECIAL PROGRAMS, SPECIALISTS, CONSULTANTS, BIRACIAL ELEMENTARY SCHOOLS, COUNSELING, MENTAL HEALTH, ACHIEVEMENT TESTS, MOTIVATION, MOTIVATION TECHNIQUES, ANTI SOCIAL BEHAVIOR, HELPING TEACHER PROGRAM, CRISIS TEACHER PROGRAM

THE HELPING TEACHER, OR CRISIS TEACHER, PROGRAM WAS INITIATED TO SERVE CULTURALLY DEPRIVED AND DISTURBED CHILDREN IN ELEMENTARY SCHOOL. IT (1) ASSISTED THE UNDERACHIEVER, (2) PROVIDED GUIDANCE, COUNSELING, AND LIFE SPACE INTERVIEWING TO A CHILD IN CRISIS, AND (3) DEFINED AND IMPROVED THE MENTAL HYGIENE OF STUDENTS AND STAFF. ASSISTANCE WAS OFFERED IN ALL ACADEMIC AREAS. MOST CHILDREN SHOWED SOME IMPROVEMENT, BECOMING HIGHLY MOTIVATED AND LESS ANTI-SOCIAL. CHILDREN WHOSE IMMEDIATE PROBLEMS CANNOT BE SOLVED IN GROUP SITUATIONS, CAN BE HELPED AT ONCE BY A CRISIS TEACHER WHOSE MAJOR METHOD FOR ESTABLISHING RAPPORT IS BASED ON THE PRINCIPLES OF EGO PSYCHOLOGY AND LIFE SPACE INTERVIEWING. THE WORKING COMMITTEE, CONSISTING OF THE PRINCIPAL, HELPING TEACHER, VISITING TEACHER, PSYCHOLOGIST, AND NURSE, HAD FREQUENT PROGRESS DISCUSSIONS WITH THE ENTIRE STAFF, LEADING TO ACCEPTANCE AND EDUCATIONAL FLEXIBILITY. LIMITATIONS OF THE PROGRAM INVOLVED/ (1) THE NUMBER, TYPE, AND AGE OF UNDERACHIEVERS SERVICED, (2) THE SHORT DURATION OF THE PROGRAM, (3) THE PERSONALITY OF THE CLASSROOM TEACHER, AND (4) LACK OF EXTENSION TO JUNIOR AND SENIOR HIGH SCHOOLS. TWO UNANSWERED QUESTIONS WERE/ (1) ARE CHANGES PERMANENT, AND (2) WOULD THEY HAVE OCCURRED WITHOUT THE PROGRAM. (FR)

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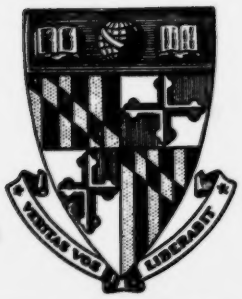

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Occasional Paper

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ORGANIZATION OF SCHOOLS TO PROVIDE ACADEMIC AID AND THERAPEUTIC COUNSELING TO DISADVANTAGED CHILDREN

Martha O. Roseman

National attention has recently focused on the serious problems faced by our public schools. An increasingly complex technological society requires that its citizens obtain a maximum degree of specialized training; at the same time, the public schools are pressed by sociological and economic factors that challenge their capacities to meet the demand. The high school "drop-out" problem illustrates this point. How can overcrowded public schools properly motivate students who have the ability, but lack the desire to learn?

The results obtained in the program described in this report shows that with many students it is possible to achieve the desired goal within the public school itself. The program requires a slight change in school organization, but experience has shown that this apparent minor organizational change results in a major change in educational philosophy and flexibility within the school. That is, in addition to the usual emphasis upon group learning processes and methods, the school staff becomes highly oriented towards motivation and education of the individual, particularly towards the individual who does not appear to fit into the group.

The program described below has been called the "Helping Teacher Program" and the "Crisis Teacher Program." It originated from staff discussions in an elementary school to seek means of alleviating these problems, and also from concepts formulated by Morse(1). It was initiated in Ann Arbor, Michigan in 1961.[1] The program was designed to serve both culturally deprived and disturbed children who remained in the regular classroom. It attempted to attain the following goals: (a) to assist the child who was an underachiever for emotional and/or social reasons; (b) to provide guidance, counseling, and life space (reality) interviewing for the school child in crisis situations; (c) to define, and attempt to improve the mental hygiene of both students and staff. The latter goal was successfully achieved by including

the total school staff in the program, so that individual problems (both staff and students) were emphasized, discussed, and a cooperative team approach routinely accepted.

School and Community Setting

The public elementary school selected for this study exhibited certain features that characterize more and more of our problem schools. It was located in a changing community. For many years, the families residing in this area were middle-class, frequently associated with The University of Michigan, and were greatly concerned with high level education for their children. When this study was initiated, the community was heterogeneous, the spectrum of families ranging from upper-middle class to culturally and economically deprived. This heterogeneity was reflected in the composition and attitudes of the pupils in the school. For example, 48% of the students were Negroes, frequently from large families with low incomes, living in crowded homes where subsistence and survival were the prime goals, while education received little or no emphasis. The problems of children from deprived families were further amplified by their contact in school with children from the economically and culturally privileged group, who were constantly encouraged to excel in schoolwork and deportment. These divergent forces tended to emphasize the heterogeneity of the pupil population.

Operation of the Program with Underachievers

Surveys in the Ann Arbor Public School System (2) indicated that poor school adjustment frequently resulted from a cycle involving underachievement, poor self-concept, insecurity, and inadequate social relationships. The program aimed at breaking this cycle by improving achievement and self-concept.

Underachieving students were scheduled to visit the helping teacher on an individual basis four times per week for forty-five minutes each, although the schedule was kept flexible to suit individual needs. These children viewed the helping teacher as a special teacher who provided academic assistance. The major method for establishing rapport with the students was by demonstrating that the helping teacher was concerned with their welfare, and had confidence in their ability to succeed. Many children, for example, were assured early in the relationship that they would reach specific academic goals within a definite period if they made the necessary effort. The resulting supportive relationship that developed between the helping teacher and student was the most important tool used to attack the cycle described above, and to enhance motivation and achieve academic success. The following example illustrates a successful application of this technique:

> A sixth grade Negro boy, psychologically evaluated and screened into a Type A Program for Retarded Children, was selected for the helping teacher program because of extreme academic retardation (See Table I, student A). Work with this child indicated that he was insecure in a middle-class school, culturally deprived, lacking in basic skills and general knowledge, and had poor self-concept because of constant failure. Feelings of persecution and bravado were his primary defenses: "Kids don't like me. Teachers always pick on me. I'm not afraid. Try and hit me. I know I'm going into the dumb class, etc." To convince him that there was hope for improvement, he was asked to think of himself in relation to other poor achievers who had succeeded. He was told that he would not be offered special help if he did not have the potential for success. Repeated verbalization of the probability of his being able to meet the demands of his situation, along with remedial aids employed to help him achieve these goals, greatly increased his motivation. After 9 months in the program, he showed an average achievement gain in reading of 2.4 months per month in the program, and of 2.7 in arithmetic (see Table I). Because of his improved achievement scores (reading, 4.6; arithmetic, 5.6), he was screened out of the Type A Program when he left the sixth grade. He has held his own, academically, in the seventh grade.

A variety of educational aids and techniques were employed, including charts and games specifically constructed for the individual child. Exper-

ience has shown that the availability of a tape recorder and typewriter led to decreased inhibitions in some of these children, through a release of repressed feelings. For example, a fifth grade withdrawn child was referred because of extreme passivity that interfered with academic achievement. One day, shortly after her referral, she left the following note in the typewriter where she knew that it would be seen by the helping teacher:

> Dear Mrs._____:
>
> HOW ARE YOU? FINE I Hope I Am Very Fine I I THink that I am doing better in my school work: i am geting my spelling teSTs right and I am doing good in my writing spelling my words but I am doing bad in Math, I am geting to get along with ather kids. I like my French work alittle but i worry alot, because I think that ather kids do better than me. in ways I like school and wagsi hate it so much. I like corus the best in school of all my studies in school.

The note clearly indicated how clearly she perceived her difficulties. It proved to be the beginning of verbalization, and was used in counseling her.

Many of the children brought into the program felt completely inadequate and defeated. The goal was to provide them with immediate success, these experiences thereby assuring them of their own potential abilities, and of the value of the help being offered to them. For example, with children who failed to contribute to group situations because of their inhibitions, the major emphasis was upon organization and presentation of material; helpful props were suggested to give self-confidence. Assignments were made by the helping teacher with the advice of the regular teacher. They were selected not only to complement the academic ability of the child, but were based on his emotional and intellectual preparedness to receive the assignment. Generally, these children suffered from tensions that blocked learning. Success was achieved when these tensions were partially alleviated. As the children responded to the individual care offered in the

program, they began to evaluate basic attitudes and feelings while increasing their academic skills.

The growing intensity of the relationship between the helping teacher and the child required careful management, that was accomplished with the advice of supporting staff. There was a constant awareness of the subservient role of the helping teacher in relation to the classroom teacher. The therapy of the program involved not only working out the child's feelings towards the learning situation, but was constantly geared to enhance the student's normal relationships with the regular classroom teacher and with his classmates.

Results with Underachievers

Most children who participated in this program, between 1961 and 1964, received aid for seven to nine months, although some were involved for much shorter periods while others required help for ten to twenty months. During the three year period, twenty-four children in the first through sixth grades were seen on a regular basis. Of these, 12 students participated for more than one year. The fraction of the 24 derived from each grade was: first grade, 8.3%; second grade, 16.7%; third grade, 4.2%; fourth grade, 8.3%; fifth grade, 16.7%; sixth grade 45.8%. These data show that the major effort was directed towards children in the upper grades. This policy was established to help children who would soon have to meet the demands of secondary school, and to determine the effectiveness of the program in intensive short term application with children who required the most help.

Since its inception, the greatest pressure was to service the more seriously disturbed, older children, despite the belief that the most effective and efficient use of this service would involve younger children,

where the cycle resulting in underachievement was not yet firmly established. Although sex was not a factor in the selection process, only 2 of the 24 children were female.

Assistance was offered in all phases of the academic curriculum. However, the record shows that the greatest need was in reading and arithmetic. Help was also offered in the following subjects, listed in approximate order of decreasing priority; spelling, language and writing, penmanship, book reports, social studies, oral reports, and science.

While the program was basically oriented towards improving attitudes and motivation, objective appraisals of such changes are unavailable. Nevertheless, subjective evaluation by independent observers including classroom teachers, guidance counselors, etc., leads to the conclusion that the program achieved these goals in many cases. One example is the following:

> Jim, a sixth grade Negro boy, (Table I, student H), verbalized extreme feelings of isolation after he gained confidence in the helping teacher. "I'm so lonely up in the class. Won't you let me come down every day? I have no one to talk to." He was completely defeated by a totally inadequate family situation, an embarrassing physical condition that alienated his peers, and by his lack of basic skills. Some immediate academic success, resulting from plans made with his classroom teacher, and with an understanding of his real feelings, helped him to gain self-confidence. He gradually assumed responsibility for his physical and academic needs. He was helped to make and keep appointments with a physician, and to follow medical advice for treatment of his gross physical problems. The classroom teacher's perception of his group-living needs, resulted in her involvement in helping him, and in a greater acceptance of him. The teacher's attitudes were reflected by the group, and the resulting acceptance by his peers made it easier for him to change. He was observed to become happier and more relaxed, and reacted to problems in a positive manner. His classmates stated that: "Jim's a good guy now. He never gets into trouble." Junior high school and senior high school counselors later reported that he was an active Boy Scout, was a member of the neighborhood Community Center, played organized football, and was performing adequately in the Special Ability Grouping Curriculum. Remedial work

per se would have produced very little. He could easily have become a drop-out and delinquent. It was important for him to have a feeling of worth, some motivation and a feeling of hope.

Academic achievement was evaluated by means of achievement examinations administered by classroom teachers in regular group situations. The results of such examinations with children who participated in the program during the first three years are shown in Table I. We wish to emphasize that academic assistance in the program did not in any way specifically prepare the students for the achievement tests, but was aimed at preparing them for their regular classroom assignments. As shown in the Table, while some of the children did not benefit significantly by participating in the program, most showed improvement, while some showed surprising academic gains.

A statistical evaluation of the data shown in Table I is of questionable significance since: (a) the type of academic assistance offered varied with the child (and may not, for example, have stressed arithmetic); (b) academic gains were not always proportional to the time involved, but sometimes came after long periods, during which more basic emotional problems were attacked. Nevertheless, an approximation of the academic gains achieved by the program may be estimated by expressing the "rate of gain" as the ratio of change in achievement examinations to the time spent in the program. This ratio would give the number of months gained (or lost) per month in the program. The average "rate of gain" for the 24 students was +2.3 in reading, and +1.6 in arithmetic. The range of values of the "rate of gain" was -0.9 to +5.0 in reading, and +0.5 to 5.0 in arithmetic.

Children in Crisis

The helping teacher also acts as a "crisis teacher." Children in crisis situations may be defined as those whose immediate problems cannot

be readily resolved in group situations. Frequently, these children exhibit disruptive behavior that interferes with group learning, or, they are withdrawn and depressed, thus handicapping their own learning. It is important that such problems be resolved at the time of the crisis when therapeutic handling can best be assimilated and used to teach positive methods of meeting future crises. Children in such circumstances were brought to the helping teacher by the classroom teacher or principal, or were sent by themselves with an explanatory note. The major method employed for establishing rapport with these children was based on the principles of ego psychology and life space (reality) interviewing developed by Redl, (3,4) Wineman, (5) and Morse (1). A crisis episode with John, a sixth grade student, illustrates this method:

> During a gym class, a violent fight erupted between John and Larry, as a result of "horsing around" that was carried too far. To control the situation, the coach sent John out of the gym. This action made John very angry, since it implied that he was solely guilty for the disturbance. He thereupon returned to the gym with a piece of glass, threatening to "cut up" Larry. He could not control his feelings even after the principal took the glass and talked with him. Left alone with the helping teacher, he continued his threats in a hysterical manner, throwing things around the room, beating the air wildly with his arms, saying that he did not care what the police would do with him, etc. The helping teacher remained calm and silent. After a period, during which John realized that she would not respond, he asked: "Why don't you say something?" This gave her the necessary opening, i.e., a discussion of the futility of trying to help him while he was in such a state. She emphasized that she sympathized with his feelings of frustration, but that nothing could be gained until John, Larry, and the helping teacher could discuss the situation calmly. She didn't feel that she could take a chance on including Larry, at that point, since she was "no match" for the two of them when they were violent. (The tone used was firm, but unperturbed.) John "deflated," sank into a chair, and cried. No further attempt was made to talk to him, but when another child came into the room, John gradually joined the conversation and became more relaxed. When it was evident that he was decidely calmer, he was taken back to his room with the assurance that the helping teacher "would get to the bottom of the situation." The helping teacher discussed the incident with the gym and classroom teachers, and with Larry. Larry suggested that he should

> apologize to John, since he was equally wrong. The two boys came to the helping teacher's room, entered freely into a discussion of the incident, each verbalizing mistakes that he had made, and decided that it was foolish not to be friends. In other words, while John had first projected blame on others, he now assumed some responsibility and could see a need for change in himself. A handshake symbolized a relationship that has continued to be a positive one.

Experience has shown that after their first visit, such children generally felt free to express themselves. If they were uncommunicative, they were helped to feel comfortable with non-verbal activities that were available, e.g., books, puzzles, clay, drawing and painting or by being allowed to sit quietly. The most effective technique in handling the child in crisis was to permit him to observe the interrelationship of the helping teacher with a regularly scheduled child who was present at the same time. (If necessary, physical separation of the two children was possible, since the room was partitioned into two sections with windows in the partition.) Usually, when the child in crisis felt that he was not being judged by the helping teacher, he was willing to relate his feelings and to enter into a discussion with less projection and defensiveness. Although he was given support, permissiveness and escapism were avoided. One example of a child who released repressed feelings is the following:

> Tom (Table I, student P), a fifth grade boy, was temporarily excluded from his classroom after verbal aggression and defiance of the teacher. During this period, he contacted the helping teacher under the pretext of showing her a new phonograph record, but soon indicated the need to express his feelings concerning the reality of exclusion. Since he liked the music on the record, the helping teacher suggested that he compose his own lyrics and record them. He thereupon sang the following into the tape recorder, with no help or prompting:
>
> Why Does Everyone Treat Me Like They Do--
>
> I am so blue
> I am so sad
> They are glad
> That they make me mad

I feel I'm dead
They make me turn red
I don't know why
They make me cry

I would like to have a clue
why everyone treats me like
they do.

The recording led to many sessions where he ventilated repressed feelings of hostility and aggression. In addition to participating in numerous crises, Tom was an underachiever and was screened into the regular program for nine months. Prior to placement in the regular program, he was referred to the helping teacher at least three times per week on a crisis basis. In the year after he left the program, he was involved in only one crisis.

The helping teacher endeavored to obtain all the facts leading to the crisis from the child in question, his peers involved in the problem, and/or the classroom teacher. Those involved were made aware of the perceptions of the others concerned with the problem. Attempts were then made to arrive at an acceptable solution, and to have the child understand and accept better methods of meeting crises. Children in crisis situations did not return to their group until they felt "ready" to do so.

Originally, it was estimated that 50% of the helping teacher's time would be required for crisis problems, but experience showed that such referrals averaged less than one per day (121 sessions) the first year, increased the second year (179 sessions), and markedly decreased the third year (61 sessions). The decreasing number of referrals during the year 1963-64 is believed to result from: marked improvement in certain children after three years of service; improved integration of regular staff into the program, with resulting improvement in handling such situations in the classroom; and development of a team approach towards the individual child that involves the total school environment and occasionally the environment outside the school.

It may be of interest to note that the largest number of referrals were second graders. For example, during the first year of the program, 50% of the crisis referrals involved second graders. As they progressed through third and fourth grade, a marked decrease in referrals of these children was observed. We believe that this result was achieved as they were given appropriate opportunities to express themselves without fear of punishment, as they learned how to better handle their impluses and feelings, as curricula were individualized for some of them, and as classroom teachers began to consult more frequently with the staff of the Helping Teacher Program.

Role of the Classroom Teacher

The program was primarily based upon a triangular relationship between student, helping teacher, and classroom teacher. The regular teacher evaluated the child's adjustment problems in the classroom. She became a central figure in carrying out a plan made for the child, or in making use of the treatment given by the helping teacher, visiting teacher, or an agency worker. She was kept informed of his enviornment outside of school, and of the evaluation of his emotional make-up, so that she could more effectively know him as an individual. The suggestions made in joint planning were largely implemented by the teacher, as were the guidance and handling of the child during the crucial time when he left the program.

An important aspect of this triangular relationship was the role of the helping teacher. This was one of supplementary aid to the primary role of the classroom teacher, who carried the real responsibility for educating individuals in the group. The helping teacher brings a special kind of knowledge and skill that can enhance the effectiveness of the educational

process, if her professional relationship with the classroom teacher can be maintained as supportive and cooperative.

In reality, such a program involved working with a variety of teacher responses. It was most important for the success of this program, that the classroom teacher felt secure about her own role and abilities as a teacher. This allowed her to accept, without competitive feelings, the assistance offered by the program.

Effect on School Organization

In addition to the goals described above, the program attempted to define the mental hygiene problems of the school, to resolve these problems where possible, and to change the educational philosophy from a primary emphasis on group education to one aimed at education of the individual, particularly the individual who did not conveniently fit into the group. These goals were, in large part, achieved. The method employed here involved frequent discussions of the program, its problems and progress, with the entire staff. For example, case histories were discussed at length, as well as the techniques employed for specific problems. While some members of the regular staff were initially dubious about the merits of the program, these discussions, along with repeated private consultations, led to complete acceptance of the program by the staff, and to a healthy team spirit. This spirit thereby resulted in a marked increase in educational flexibility. For example, students with problems in their regular classrooms were shifted to more suitable groups for special subjects, resulting in a modified unstructured "team-teaching" approach. Teachers would consult among themselves about certain children, and would offer assistance. A first grade teacher would invite a second grade child to become part of her reading group,

if both teachers felt he could achieve success there, or, a sixth grade non-reader was invited to participate in a fifth grade social studies class because he was able to contribute to discussions concerning United States History.

The staff was constantly made aware of the basic needs and problems of individual children, and thereby viewed these children sympathetically. This attitude also permitted the design of individual curricula for those who required this help, including those who could not be accommodated by the helping teacher. Finally, the changed attitude of the staff resulted in a considerable improvement in handling problem children in the regular classroom, as indicated by the decreasing number of crises referred to the helping teacher.

Financing

When the cost of the program is compared with the cost of exclusion or institutionalization, we concluded that the type of preventative work offered by the Helping Teacher Program is decidedly inexpensive. For schools, it is on a par with the cost of other special arrangements. This program, however, is considered a reimbursable special education facility for the emotionally disturbed, type 2, teacher consultant program.[2]

Supporting Staff and Selection of Underachievers

A Screening Committee served the Ann Arbor Public Schools in all programs for emotionally disturbed children. For this program, the Committee certified a specific number of children as emotionally disturbed after proper psychiatric and psychological evaluation. Decisions were made under the direction of the consulting psychiatrist to the program, who was a member of the Screening Committee.

The Working Committee for the program operated within the school and consisted of the principal, helping teacher, psychologist, nurse, and visiting teacher. Classroom teachers, the Director of Special Services, the school's consulting psychiatrist, and psychological consultant, participated as needed. The Working Committee performed the following functions: (a) It consulted at least twice each year, with each teacher in the building, regarding children who were having difficulty adjusting to school milieu. Children for the program were selected from this group, while alternate plans were made for the others. The alternate plans were important in that regular teachers were helped with all children referred to the committee; children unsuited for this program, received other forms of assistance. These plans were implemented by the classroom teachers and/or Special Services personnel. (b) The committee periodically reviewed the progress of children in the program and set new goals for them. (c) Finally, the committee endeavored to constantly review and improve the program within the school setting.

Some of the qualifications and/or functions of members of the Working Committee may briefly be described as follows: (a) The principal's major role in this program was to integrate it into the usual functions of an elementary school. He acted as interpreter of the program to faculty, parent groups, administrative officials, community, etc., and took the lead in providing inservice training discussions. (b) The helping teacher[4] was the only member of the committee who spent full-time in the program. She was certified as a teacher of the emotionally disturbed, and she should be a mature individual with a variety of teaching experiences in the elementary school. Her functions have been described above. (c) The visiting teacher was a qualified social worker. She presented case studies for the certification process described above, critically reviewed cumulative school folders

prior to teacher conferences, worked with selected children, acted as a liaison between the school, home, community environment and agency as needed, helped the parents to participate in carrying out programs for individual children, and finally worked in constant cooperation with the helping teacher in reviewing progress and goals for the students involved in the program. (d) The psychologist's role in the program lies in the dual areas of diagnosis and planning. Here, diagnosis goes beyond strict clinical characterization, but included the child's total school and life situation. Psychopathology was an important factor in evaluating these children, but the focus was upon an appraisal of their repertoire of defenses, conflicts and impulses, both healthy and maladaptive, as they were reflected in manifest behavior. Further, the interactional process of school, social and home environments as they impinged upon the child's total psychological organism was considered the diagnostic field. This ambitious effort, implicit with error and ambiguity, often was modified in the experience of working with the child. (e) The school nurse contributed medical information concerning the children and acted as liaison with the childrens' physicians, dentists, and parents when health problems were involved.

Discussion and Conclusions

Earlier in this report, reference was made to a personality cycle that results in despair and defeat; the cycle involves underachievement, poor self-concept, insecurity, and inadequate social relationships. The psychological effects of continuous failure are reflected in poor motivation, and in defensive behavior such as restlessness, negativism, resistance to authority, aggressive or withdrawn responses, etc. When the problem becomes serious, it results in traits characterized as emotionally disturbed.

The usual method for managing children with serious problems is by segregation into special classes; the teacher is left to contend with less serious problems as best she can in the regular classroom. The Helping Teacher Program aims to provide individual care for both types of children without removing them from their normal groups. A supportive relationship between student and helping teacher is the major tool used to improve self-concept, and thereby break the cycle that leads to defeat. Self-concept is changed by attacking the problems of the individual; for example, academic achievement is stressed in the case of the underachiever, social relationships in the case of the crisis child, and adjustment to inadequate family and community environments in both cases. The aim is to increase the emotional resources of the child to the point where he can define and attempt to resolve his own problems. To our knowledge, the Helping Teacher Program is an unique approach in public schools.[3]

Positive results achieved by the program are outlined below. The following problems, however, were not resolved: (a) <u>As originally designed</u>, only about half of the underachievers in the total school population of about 500 could be serviced. Usually, these were the more seriously disturbed pupils in the upper grades, although it is likely that greater and more permanent success could be achieved with younger and with less seriously disturbed children. (b) In a few cases, there was not enough time to develop a productive relationship with sixth grade children. (c) For some emotionally disturbed children, it would not be realistic to conclude that permanent gains were made in changing personality traits. Only prolonged assistance of the type given by the program, and supplemented by other forms of therapy, could hope to achieve these results. (d) The success of the program was dependent, to a considerable degree, upon the personality of the classroom teacher. Not all teachers were receptive to this type of

assistance. (e) The program was aimed at underachievers, and most of these children were below grade level. Unfortunately, time did not permit the inclusion of those who were at grade level or higher, but who were, nevertheless, underachievers. The importance of properly motivating bright children, is, of course, inestimable.

In addition to the unresolved problems listed above, two important questions remain unanswered by this study. (1) In those cases where success was apparently achieved in changing personality and behavior, were such changes temporary or permanent? (2) Would these changes have occurred if the children had not been involved in the program? Obviously, the answer to the latter question will require a large-scale, statistically significant approach. Judging by the record of many of these students prior to thier entry into the program, we believe it highly improbable that their change from anti- to pro-social behavior would occur in the usual school setting. A proper answer to the question concerning the permanence of behavior change, also requires prolonged study. However, the histories of those who have already left the program and entered junior and senior high schools, suggest that children involved in the Helping Teacher Program will fall into three categories: (1) A few, with deep-rooted problems, will not succeed in conventional junior and senior high schools unless they acquire prolonged individual care. (2) A significant fraction may or may not succeed, depending upon their experiences during the next few years. (3) A large proportion of the children <u>appear</u> to be on the road to success.

Can success be ensured for the children in the first two groups? In our opinion, this is possible only if the program is extended in the elementary school to encompass all children who need it, including the bright, but poorly motivated group; emphasis could then be placed on the

younger group who would receive help for a longer period of time. Furthermore, either this or a similar program should be initiated in junior and senior high schools to provide intensive, individual care for problem children. The cost of extending the Helping Teacher Program, as suggested, would be small in relation to the cost of re-training high school drop-outs, managing delinquents, exclusion, or institutionalization.

Despite the negative features of the program outlined above, the following positive results were achieved: (a) A healthy, and generally fruitful relationship was established with almost all of the children. Even where it appeared that no measurable gains were made, this was the first time that many of these children experienced society's concern for their welfare. (b) Most of the group became more highly motivated, exhibited less anti-social behavior, and advanced significantly in their academic work. (c) Some of them learned how to adjust to highly unfavorable home environments. (d) Negative experiences, such as crises, were used to strengthen the child's resources so that he learned to meet future crises in a positive manner. (e) Many more children were involved than could be accommodated in a segregated classroom. For example, all crisis children in the school were included. (f) The mental health problems of the school were defined as a result of the process of evaluating the students in each class for the program. Other plans were made for students who needed assistance, but who could not be accommodated in this program. (g) An ancillary, but important benefit was the immediate, on-the-spot assistance that the program offered to the classroom teacher. Furthermore, the total staff, and particularly the classroom teacher, accepted and promoted the concept that each child be treated as an individual within the frame-work of his present and potential abilities.

In summary, the Helping Teacher Program succeeded in some, but not all, of its aims with all children. Further progress rests upon extending it, so that it can reach younger children more frequently, and so that those who need it, will receive help beyond elementary school.

TABLE I

Achievement Test Scores of Underachievers

				Scores on Entering and Leaving Program						Change After Leaving Program **	
				Reading			Arithmetic			Reading	Arithmetic
Child	Grade	I.Q.	Months in Program	Initial	Final	Change+ (mo.)	Initial	Final	Change+ (mo.)		
A	6	79	9	2.8	4.6	+22	3.6	5.6	+24		
B	6	77	9	3.1	6.3	+38	No help given				
C	6	85	9	3.9	4.9	+12	5.2	6.7	+18		
D	6	96	4	4.8	6.5	+20	4.6	6.3	+20		
E	6	89	9	3.5	4.6	+13	4.9	6.2	+16		
F	6	75	9	3.9	4.8	+11	4.7	5.4	+ 8		
G	6	90	9	Reviewed	work up	to 4th	grade	level			
H	6	81	8	3.8	3.4	—5	4.9	5.2	+ 4	+30 mo. in 2 yrs.	+7 mo. in 1 yr.
I	6	94	8	4.9	7.8	+35	5.1	6.3	+14	On grade level	On grade level
J	6	108	8	4.5	6.4	+23	5.3	6.2	+11	+15 mo. in 2 yrs.	+14 mo. in 2 yrs.
K	6	110	10	4.2	6.6	+29	5.7	7.5	+22	+8 mo. in 1 yr.	+1 mo. in 1 yr.
L	5	120	14	3.8	6.9	+37	4.6	8.4	+46		
M	5	111	14	3.3	6.6	+40	4.8	5.5	+ 8	On grade level	+10 mo. in 1 yr.
N	4	94	18	0.0	2.8	+34	4.1	6.1	+24		

Child	Grade	I.Q.	Months in Program	Scores on Entering and Leaving Program						Change After Leaving Program **	
				Reading			Arithmetic			Reading	Arithmetic
				Initial	Final	Change (mo.)	Initial	Final	Change+ (mo.)		
O	5	104	7	5.6	5.1	- 6	4.8	5.4	+ 7		
P	5	100	9	5.1	6.7	+19	5.5	No	score	+4 mo. in 1 yr.	+15 mo. in 2 yrs.
Q	4	110	20	2.8	7.3	+54	4.6	5.4	+10		
R	3	100	13	1.9	2.7	+10	3.2	4.4	+14		
S	2	103	8	*no score	3.3	+40	No	help	given	On grade level	
T	2	108	8	*no score	2.4	+29	No	help	given		
U	2	110	8	"	1.5	+18	No	help	given		
V	1	84	16	"	2.0	+24	*no score	1.0	+12	+12 mo. in 2 yrs.	+10 mo. in 2 yrs.
W	1	81	10	"	0.8	+10	*no score	0.8	+10		
X	2	108	11	"	1.9	+23	No	help	given		

*Scores not obtained because child resisted or was unable to take the test.

**All available test results are included.

+To determine the change in achievement scores, initial are subtracted from final values. The resulting differences are converted to "months" by multiplying whole numbers by 12, decimal values by $\frac{12}{10}$ and adding the results. For example, in A (reading), 4.6-2.8 = 1.8.

It is converted to "months": (1) 12 + (8) $\frac{12}{10}$ = 21.6 = 22.

REFERENCES

(1) Morse, W. C. Training teachers in life space interviewing. Amer. J. Ortho., 1963, 33, No. 4.

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(3) Redl, F. Strategy and techniques of the life space interview. Amer. J. Ortho., 1959, 29, 1-18

(4) Redl, F. The life space interview in the school setting. Amer. J. Ortho., 1963, 33, No. 4.

(5) Wineman, D. The life space interview. Social Work, 1959, January, 3-17

FOOTNOTES

[1]The school selected for this study was Mack Elementary School, Ann Arbor Public School System, Ann Arbor, Michigan. The program was extended to additional elementary schools September 1, 1965, in Ann Arbor and also in several cities in Michigan. This program was initiated in September, 1961, under the guidance of Dr. William C. Morse, Department of Educational Psychology, The University of Michigan. We would also like to acknowledge our thanks for the support and help of other members of the Screening and Working Committees. Particular gratitude should be extended to Mrs. Gustina Hunter, visiting teacher, and Mrs. Josephine Brokaw, principal, for their contributions to this program.

[2]The cost is borne almost entirely by the Michigan State Department of Public Instruction under the provisions of the State Aid Act, and from the Washtenaw County Special Education Fund.

[3]Other names have been used such as "helping teacher." But this person must be on the job in the school to do direct-action work both teaching and hygienic behavior management. Thus it differs from the "clinical teacher" of Cleveland or the "Child Development Specialist" proposed by Maryland.

[4]The author was the helping teacher in the program described.